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ABSTRACT

The Wyoming Social Studies Content and Performance Standards were developed in the recognition that social studies is the integrated study of the social sciences and humanities to promote civic competence. The mission of social studies is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Students develop a core of knowledge and skills drawn from many academic disciplines, learn how to analyze their own and others' opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens. Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades 4, 8, and 11. These social studies standards serve as a framework for K-12 program design in Wyoming and provide student performance expectations to guide teachers as they design instructional strategies. The standards do not prescribe curriculum, courses, or instructional methodology but are provided to assist schools and communities in developing and strengthening curriculum. The standards are organized into seven major strands: (1) Citizenship, Government, and Democracy; (2) Culture and Cultural Diversity; (3) Production, Distribution, and Consumption; (4) Time, Continuity, and Change; (5) People, Places, and Environments; (6) Social Studies Processes and Skills; and (7) Technology. (BT)

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ED 438 217

WYOMING SOCIAL STUDIES
CONTENT AND PERFORMANCE STANDARDS

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WYOMING SOCIAL STUDIES
CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The Wyoming Social Studies Content and Performance Standards represent the cooperative effort of school district, university, community college, and business participants. The State Social Studies Standards Committee recognizes that social studies is the integrated study of the social sciences and humanities to promote civic competence. The mission of social studies is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Students develop a core of knowledge and skills drawn from many academic disciplines, learn how to analyze their own and others' opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens. Effective self-government requires informed people and civic participation.

Organization of standards

Content and performance standards are identified for grade spans K-4, 5-8, and 9-12 with benchmarks at grades four, eight, and eleven. These social studies standards serve as a framework for K-12 program design and provide student performance expectations to guide teachers as they design instructional strategies.

The standards do not prescribe curriculum, courses, or instructional methodology but are provided to assist schools and communities in developing and strengthening curriculum. Benchmarks and performance descriptors are designed to be developmentally appropriate and consistent with the grade span at which topics are introduced.

These standards will be addressed, assessed, and documented at grade levels and times determined by individual districts.

Kindergarten through fourth grade teachers, parents, and students work toward the achievement of the fourth grade benchmarks. Fifth grade through eighth grade work toward the achievement of the eighth grade benchmarks. Ninth grade through eleventh grade work toward the achievement of the eleventh grade benchmarks. Success at each benchmark level requires the effort and commitment of all who prepare for that level.

INTRODUCTION TO THE STANDARDS

The Wyoming Social Studies Content and Performance Standards were written by K-12 Wyoming educators along with community college, university, and business representatives, facilitated by the Wyoming Department of Education. The process began with regional meetings where the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. National standards and several states' standards were referenced to establish the rigor of the Wyoming Social Studies Content and Performance Standards. These documents are listed below:

- National Council For The Social Studies -- Curriculum Standards For Social Studies -- ISBN 0-87986-065-0.
- National Center For History In The Schools -- National Standards for History -- ISBN 0-9633218-4-6.
- Center for Civic Education -- National Standards For Civics And Government -- ISBN 0-89818-155-0.
- Alaska -- Content Standards for Alaska Students, www.educ.state.ak.us
- Arkansas – Social Studies Curriculum Framework, www.arkedu.k12.ar.us
- California – The Challenge Initiative -- History and Social Science Standards -- California State Department of Education
- Colorado Model Geography Standards
- Florida – Sunshine State Standards -- www.firn.edu/doe/curric/prek12
- Indiana – The Social Studies Proficiency Guide -- Indiana Department of Education
- Massachusetts – History & Social Science Curriculum Framework -- www.doe.mass.edu
- New York – Social Studies Resources Guide -- www.nysed.gov
- Texas -- TEKS for Social Studies -- Texas Education Agency
- Virginia – History & Social Studies Standards of Learning -- www.pen.k12.va.us

STANDARDS STRANDS

The standards have been organized into seven major strands:

1. Citizenship, Government, and Democracy
2. Culture and Cultural Diversity
3. Production, Distribution, and Consumption
4. Time, Continuity, and Change
5. People, Places, and Environments
6. Social Studies Processes and Skills
7. Technology

Terms and definitions

The following terms used in this document are defined below:

Content standards - These statements define what students are expected to know and be able to do by the time they graduate. They do not dictate what methodology or instructional materials should be used, nor how the material is delivered. Mastery of the content standards is required for graduation. Students who graduate from a Wyoming public high school in the year 2004 and thereafter must demonstrate mastery of these standards in order to earn a high school diploma.

Benchmarks – These statements specify what students are expected to know and be able to do at the end of each of the benchmark grade levels. Benchmarks specify the knowledge and skills students must learn in order to master the content standards by the time they graduate.

Performance standard descriptors – These statements describe how well students must perform relative to the benchmarks. The "Proficient" level is required in order to demonstrate mastery of the standards. Descriptors help teachers judge where students are performing in relation to the benchmarks, and ultimately, the content standards. A general definition of these levels is provided below.

Advanced – Students at the advanced performance level use their knowledge of social studies in complex and abstract situations and can analyze, synthesize, and communicate information and ideas.

Proficient – Students at the proficient performance level use concepts and skills to acquire and communicate information and ideas.

Partially Proficient – Students at the partially proficient performance level either do not use or ineffectively use knowledge and skills to acquire and communicate information and ideas.

A brief rationale from the National Council for the Social Studies is provided for each of these strands:

Citizenship, Government, and Democracy: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills to and participate in the workings of the various levels of power, authority, and governance.

Culture and Cultural Diversity: Social studies programs should include experiences that provide for the study of culture and cultural diversity. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to the four fundamental economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of ways human beings view themselves in and over time. Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long

ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments. In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. During the middle school years, students relate their personal experiences to happenings in other environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners' comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance.

Social Studies Processes and Skills: Social studies programs should include experiences that provide for preparation and practice for lifelong citizenship. Active citizenship in a democracy requires development of skills for thinking, decision-making, drawing conclusions, designing presentations, and participation.

Technology: Social studies programs should include experiences that provide the utilization of technology as an information resource. In our dynamic world, advances in technology necessitate that students be equipped with knowledge and skills to use technology in order to access information and solve problems.

GRADE SPAN 9-12

CONTENT STANDARD **1. Citizenship/ Government/ Democracy** Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
1. Students describe unique freedoms and rights of living in a democratic society. 2. Students explain and/or demonstrate how to participate in the local, state, national, and international political processes. 3. Students explain the historical development of the U.S. Constitution and how it has shaped the Wyoming and U.S. governmental systems. 4. Students demonstrate an understanding of the provisions of the Wyoming Constitution. 5. Students compare the U.S. civil and criminal legal systems.	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level describe and analyze the basic rights and responsibilities of a democratic society, including multiple examples of how they have participated in the political process. Students compare, using precise examples, the U.S. civil and criminal legal systems. Students make complex connections between the historical development of the U.S. Constitution and the government systems of Wyoming and the United States. Students apply the principles of the Wyoming Constitution to real-life scenarios. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level describe and analyze the basic rights and responsibilities of a democratic society, including an example of how they have participated in the political process. Students compare, using clear examples, the U.S. civil and criminal legal systems. Students make connections between the historical development of the U.S. Constitution and the government systems of Wyoming and the United States. Students describe the basic principles of the Wyoming Constitution.

	PARTIALLY PROFICIENT PERFORMANCE 11th grade students at the partially proficient performance level identify some of the basic rights and responsibilities of a democratic society, including an example of how they have or plan to participate in the political process. Students compare, with guidance, the U.S. civil and criminal legal systems. Students describe, with guidance, the connections between the historical development of the U.S. Constitution and the government systems of Wyoming and the United States. Students identify some of the basic principles of the Wyoming Constitution.

Addendum

National Council for the Social Studies

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

CONTENT STANDARD
2. CULTURE/ CULTURAL DIVERSITY

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. Students explain how various cultural influences impact society. 2. Students communicate how personal identity is shaped by and impacts culture, groups, institutions, and world events.	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level identify and demonstrate sophisticated analysis of how cultural influences and diversity have influenced groups, institutions, and world events. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level identify and analyze how cultural influences and diversity have influenced groups, institutions, and world events. **PARTIALLY PROFICIENT PERFORMANCE** 11th grade students at the partially proficient performance level identify and analyze, with direction, how cultural influences and diversity have influenced some groups, institutions, and world events.

Addendum

National Council for

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world. Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

CONTENT STANDARD

3. Production, Distribution, and Consumption

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.

BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. Students identify concepts of economics under market, command, and mixed systems by answering the following five questions: a) What will be produced? b) How will it be produced? c) Who will produce it? d) Who will consume it? e) Where will it be produced? 2. Students explain how people organize for production, distribution and consumption of goods and services. 3. Students formulate solutions to economic problems, which arise from the imbalance of wants, needs and scarcity of resources. 4. Students describe financial and governmental economic institutions relative to banking, credit, and regulation. 5. Students describe the impacts of global economic interdependence. 6. Students interpret and apply data to economic situations and problems.	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level compare and analyze the market, command, and mixed economic systems by answering the five questions (see benchmarks) and provide detailed explanations of how people organize for the production, distribution and consumption of goods and services as part of a global economy. Students identify complex problems that arise from the imbalance of wants, needs and scarcity of resources and provide creative solutions. Students shall provide extensive evidence of their understanding of banking, credit, and financial regulations. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level compare and analyze the market, command, and mixed economic systems by answering the five questions (see benchmarks) and explaining how people organize for the production, distribution and consumption of goods and services as part of a global economy. Students identify problems that arise from the imbalance of wants, needs, and scarcity of resources. Students demonstrate an understanding of banking, credit, and financial regulations.

	PARTIALLY PROFICIENT PERFORMANCE 11th grade students at the partially proficient performance level identify market, command, and mixed economic systems by answering the five questions (see benchmarks) with assistance. Students recognize some problems that arise from the imbalance of wants, needs, and scarcity of resources. Students demonstrate a limited understanding of banking, credit, and financial regulations.

Addendum

National Council for

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly, these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

CONTENT STANDARD

4. Time, Continuity, and Change

Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. Students analyze the interactions among leaders, historical figures, groups and the ordinary citizen. 2. Students discuss and analyze current events. 3. Students describe both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings. 4. Students explain how history, governments, cultures, and economics have contributed to the interpretation of the past and present, and assist in planning for the future.	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level effectively provide complex analysis of the interaction and interdependence of science and technology on history and world cultures. Students provide extensive evidence of the impact of key people, places and events that have shaped history and continue to impact today's world. Students analyze and synthesize the impact of current events on the world today without teacher assistance and demonstrate the interdependence of these events throughout history. Students use problem-solving techniques to generate insightful solutions. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level effectively analyze the interaction and interdependence of science and technology on history and world cultures. Students identify and describe the impact of key people, places, and events that have shaped history and continue to impact today's world. Students cite examples and compare the impact of current events on the world and comprehend the interdependence of these events throughout history. Students speculate about problems that may impact the future of their community, nation and the world. Students provide a solution for a potential problem or devise a plan for an event.

	PARTIALLY PROFICIENT PERFORMANCE 11th grade students at the partially proficient performance level recognize the interaction and interdependence of science and technology on history and world cultures. Students cite some examples of current events and draw simple conclusions. Students draw simple conclusions on the interdependence of these events throughout history. Students make some connections about problems that may impact the future of their community, nation, and world.

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one

CONTENT STANDARD **5. People, Places, and Environments** Students demonstrate an understanding of interrelationships among people, places, economies, and environments.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
1. Students use charts, maps, and graphs to answer geographic questions. 2. Students analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals. 3. Students use mental maps to organize and process information about people, places, and environments.	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level construct and use complex mental maps and geographic tools to organize information about people, places, and environment. Students explain with sophistication how the relationship of geography and civilization has impacted the development of societies, cultures, and individuals. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level construct and use mental maps and geographic tools to organize information about people, places, and environments. Students explain and analyze how the relationship of geography and civilization has impacted the development of societies, cultures, and individuals. **PARTIALLY PROFICIENT PERFORMANCE** 11th grade students at the partially proficient performance level construct and use mental maps and geographic tools, with teacher assistance, to organize information about people, places, and environments. Students explain how the relationship of geography and civilization has impacted the development of societies, cultures, and individuals.

Addendum

National Council for

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

CONTENT STANDARD

6. Social Studies Processes and Skills

Students access, organize, synthesize, evaluate, and interpret information using appropriate resources and technology to collaborate, make decisions, solve problems, and report results in any of a variety of formats.

BENCHMARK GRADE 11	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11
1. Students read and follow directions. 2. Students work independently and cooperatively. 3. Students interpret factual information. 4. Students communicate in written, oral and visual forms. 5. Students use problem-solving and decision-making skills in a variety of settings. 6. Students examine cause and effect relationships. 7. Students communicate personal convictions, beliefs, and feelings. 8. Students practice techniques of persuasion, compromise, debate, and negotiation. 9. Students conduct research utilizing multiple resources. **(Note –Additional social studies skills are included in the various content areas.)**	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level read and follow complex directions, work independently and cooperatively, conduct research utilizing diverse multiple resources and interpret and evaluate information. Students demonstrate sophistication in examining cause and effect relationships in problem solving and decision making. Students provide extensive evidence to demonstrate the techniques of persuasion, compromise, debate, and negotiation in communicating personal convictions and beliefs. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level read and follow directions, work independently and cooperatively, conduct research utilizing multiple resources, and interpret and evaluate information. Students examine cause and effect relationships in problem solving and decision making. Students demonstrate the techniques of persuasion, compromise, debate, and negotiation in communicating personal convictions and beliefs. **PARTIALLY PROFICIENT PERFORMANCE** 11th grade students at the partially proficient performance level, with guidance, read and follow directions, work independently and cooperatively, with teacher assistance conduct research

	utilizing multiple resources, and interpret and evaluate information. Students make some connections between cause and effect relationships in problem solving and decision making. Students attempt to use appropriate techniques of persuasion, compromise, debate, and negotiation in communicating personal convictions and beliefs.

Addendum

National Council for

The skills in social studies include acquiring information and manipulating data, developing and presenting policies, arguments, and stories, constructing new knowledge, and participating in groups. These skill categories should not be seen as a fragmented list of things that students and teachers should do. Rather, they should be used as an interconnected framework in which each skill is dependent upon and enriched by all other skills. All together are necessary for a program of excellence.

CONTENT STANDARD **7. Technology** Students demonstrate the ability to use the appropriate technology to access and process information applying a variety of resources to the study of history, geography, economics, and social institutions.	
BENCHMARK GRADE 11	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 11**
Students use integrated technologies to research, process, analyze, interpret, evaluate and present information in various formats.	**ADVANCED PERFORMANCE** 11th grade students at the advanced performance level independently and effectively use integrated technologies to research, process, analyze, interpret, evaluate and creatively present, with confidence, information in various formats. **PROFICIENT PERFORMANCE** 11th grade students at the proficient performance level effectively use integrated technologies to research, process, analyze, interpret, evaluate, and present information in various formats. **PARTIALLY PROFICIENT PERFORMANCE** 11th grade students at a partially proficient performance level, with direction and assistance, effectively use integrated technologies to research, process, and present information in various formats.

Addendum

National Council for

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult social choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: s new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

GRADE SPAN 5-8

CONTENT STANDARD **1. Citizenship/ Government/ Democracy** Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.	
BENCHMARK GRADE 8	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8**
1. Students identify the rights, duties, and responsibilities of a U.S. citizen and explain their interrelationships. 2. Students describe the role of government at the federal, state, and local levels. 3. Students recognize the principles of the Wyoming Constitution. 4. Students describe the issues involved in the drafting and ratification of the U.S. Constitution. 5. Students identify the three branches of U.S. government and their leadership positions. 6. Students recognize and apply basic principles of the U.S. Constitution, Bill of Rights, and other amendments to real-life scenarios.	**ADVANCED PERFORMANCE** 8th grade students at the advanced performance level explain and analyze the complex interrelationships between the rights and responsibilities of U.S. citizenship. Students describe, using precise examples, the role of government at the federal, state, and local levels, including the functions of the branches of federal government and of leadership positions within each branch. Students describe and analyze issues involved in the development of the U.S. Constitution. Students apply the basic principles of good government to a real-life scenario. Students apply the principles of the Wyoming Constitution to real-life scenarios. **PROFICIENT PERFORMANCE** 8th grade students at the proficient performance level identify and explain the connections between the rights and responsibilities of U.S. citizenship. Students describe, using clear examples, the role of government at the federal, state, and local levels, including the functions of the branches of federal government and of leadership positions within each branch. Students describe and explain issues involved in the development of the U.S. Constitution. Students apply the basic principles of good government to a real-life scenario. Students describe the basic principles of the Wyoming Constitution.

	PARTIALLY PROFICIENT PERFORMANCE 8th grade students at the partially proficient performance level identify some connections between the rights and responsibilities of U.S. citizenship. Students describe, with guidance, the role of government at the federal, state, and local levels, including the functions of the branches of federal government and of leadership positions within each branch. Students describe, with guidance, issues involved in the development of the U.S. Constitution. Students apply the basic principles of good government in a real-life or guided scenario. Students identify some of the basic principles of the Wyoming Constitution.

Addendum

National Council for

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

CONTENT STANDARD

2. Culture/ Cultural Diversity

Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students explain how family systems, religion, language, literature, and the arts contribute to the development of cultures. 2. Students explain how cultures and experiences influence peoples' perceptions. 3. Students describe cultural diversity and the interdependence of cultures.	**ADVANCED PERFORMANCE** 8th grade students performing an advanced performance level interpret the patterns of behavior which reflect and reinforce values and attitudes within diverse cultures and explain their development within these cultures. Students provide multiple comparisons between cultures and analyze the interdependence of those cultures. **PROFICIENT PERFORMANCE** 8th grade students performing a proficient performance level accurately identify the patterns of behavior which reflect values and attitudes within a given culture and provide a comparison with another culture. Students determine how cultures develop and interact with one another. **PARTIALLY PROFICIENT PERFORMANCE** 8th grade students performing a partially proficient performance level identify some patterns of behavior which reflect values and attitudes within a given culture. Students recognize, with guidance, the interaction between cultures.

Addendum

National Council for

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world. Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

CONTENT STANDARD

3. Production, Distribution, and Consumption

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students provide examples of how economic considerations influence personal, local, state, national and international decision-making. 2. Students describe the exchange of goods and services, past and present. 3. Students recognize that we have limited resources with which to satisfy unlimited wants and needs. 4. Students recognize basic concepts of economic systems including bartering, needs and wants, supply and demand, public and private goods and services, boom and bust, and abundance and scarcity.	**ADVANCED PERFORMANCE** 8th grade students performing an advanced performance level compare the economic factors that aid in the development of various economic systems. Students analyze and explain how economic decision-making impacts individuals at the personal, local, state, national, and international levels. **PROFICIENT PERFORMANCE** 8th grade students performing a proficient performance level describe various economic systems. Students provide samples of economic decisions at the personal, local, state, national, and international level. Given examples, students compare how various economic systems affect individuals and their choices. **PARTIALLY PROFICIENT PERFORMANCE** 8th grade students performing a partially proficient performance level identify economic systems. Students describe with assistance the exchange of goods and services in economic systems. Students describe with guidance how limited resources and unlimited needs and wants create conflict at the personal, local, state, national, and international level.

Addendum

National Council for

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly, these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

CONTENT STANDARD

4. Time, Continuity, and Change

Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students identify people, events, problems, conflicts, and ideas and explain their historical significance. 2. Students discuss and analyze current events. 3. Students organize historical events, eras, and trends chronologically. 4. Students analyze the impact of historical events and people on present conditions, situations, or circumstances.	**ADVANCED PERFORMANCE** 8th grade students performing an advanced performance level analyze and discuss the complex relationships between people, events, problems, conflicts, and ideas, and explain their historical significance and parallels to present day conditions, situations, and circumstances. Students summarize historic events, eras, and trends chronologically. Students analyze and critique current events and trends to establish patterns of behavior and to predict future trends. **PROFICIENT PERFORMANCE** 8th grade students performing a proficient performance level summarize the relationships between people, events, problems, conflicts, and ideas, and their historical significance and parallels to present-day conditions, situations, and circumstances. Students organize historical events, eras, and trends chronologically. Students review and discuss current events and trends to establish patterns of behavior. **PARTIALLY PROFICIENT PERFORMANCE** 8th grade students performing a partially proficient performance level recognize the relationships between people, events, problems, conflicts, and ideas and their historical significance in relation to present-day conditions, situations, and circumstances. Students organize chronologically a given list of historic events. Students summarize current events.

Addendum

National Council for

Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions? This theme typically appears in courses that: 1) include perspectives from various aspects of history; 2) draw upon historical knowledge during the examination of social issues; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the U.S. and other societies.

CONTENT STANDARD

5. People, Places, and Environments

Students demonstrate an understanding of interrelationships among people, places, economies, and environments.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students use maps and other geographic representations, tools, and techniques to acquire, process, and report information. 2. Students identify the five themes of geography (place, region, location, movement, and human/environmental interaction) and apply them to the topic being studied. 3. Students use mental mapping as a skill to organize and process spatial information. 4. Students define and apply technical vocabulary specific to the topic being studied.	**ADVANCED PERFORMANCE** 8th grade students at the advanced performance level independently identify and explain the five themes of geography and the relationships among them, and demonstrate their understanding by applying them to a variety of topics. Students use complex maps, tools, and techniques, including technical vocabulary, to acquire, process, and effectively report information. Students use complex mental maps to clearly explain, describe, and process spatial relationships on the earth. **PROFICIENT PERFORMANCE** 8th grade students at the proficient performance level identify and explain the five themes of geography and appropriately apply them to a variety of topics. Students use appropriate maps, tools, techniques, and vocabulary to acquire information. Students use precise mental maps to describe and process spatial information. **PARTIALLY PROFICIENT PERFORMANCE** 8th grade students at the partially proficient performance level identify, with assistance, the five themes of geography and apply them to simple topics. Students use simple maps, tools, techniques, and vocabulary with direction. Students use mental maps to describe spatial information.

Addendum

National Council for

Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the grou0pings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

CONTENT STANDARD

6. Social Studies Processes and Skills

Students access, organize, synthesize, evaluate, and interpret information using appropriate resources and technology to collaborate, make decisions, solve problems, and report results in any of a variety of formats.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students read and follow directions. 2. Students work independently and cooperatively. 3. Students evaluate factual information. 4. Students present information in oral, text, and graphic formats. 5. Students use problem-solving and decision-making skills in a variety of settings. 6. Students examine cause and effect relationships. 7. Students communicate personal convictions, beliefs and feelings. 8. Students gather and organize information from a variety of sources, including oral, text, and graphic formats.	**ADVANCED PERFORMANCE** 8th grade students at the advanced performance level demonstrate the ability to independently apply the following skills: • Reading, interpreting, and following directions • Gathering, organizing, synthesizing, interpreting, and presenting information • Working independently and cooperatively on complex tasks. • Evaluating and applying information • Using decision-making skills to propose multiple, complex solutions to solve a variety of problems • Identifying, analyzing, and explaining inconsistencies in factual information. **PROFICIENT PERFORMANCE** 8th grade students at the proficient performance level demonstrates the ability to apply the following skills: • Reading and following directions • Gathering, organizing, and presenting information • Working independently and cooperatively • Evaluating information and using decision-making skills to propose solutions to a variety of given problems • Identifying and explaining inconsistencies in factual information.

	PARTIALLY PROFICIENT PERFORMANCE 8th grade students at the partially proficient performance demonstrate the ability to apply the following skills, with assistance: • Reading and following directions • Gathering, organizing, and presenting information • Working independently and cooperatively, on routine tasks • Using factual information to propose simple solutions to basic problems • Recognizing that inconsistencies may exist in factual information.

Addendum

National Council for

The skills in social studies include acquiring information and manipulating data, developing and presenting policies, arguments, and stories, constructing new knowledge, and participating in groups. These skill categories should not be seen as a fragmented list of things that students and teachers should do. Rather, they should be used as an interconnected framework in which each skill is dependent upon and enriched by all other skills. All together are necessary for a program of excellence.

CONTENT STANDARD

7. Technology

Students demonstrate the ability to use the appropriate technology to access and process information applying a variety of resources to the study of history, geography, economics, and social institutions.

BENCHMARK GRADE 8	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 8
1. Students use printed and electronic media to gather information. 2. Students develop multimedia presentations, which may include written/printed, verbal, visual, aural, action, drama, or computer formats.	**ADVANCED PERFORMANCE** 8th grade students at the advanced performance level independently access, process, and apply information. Students independently synthesize information to develop multi-media presentations. **PROFICIENT PERFORMANCE** 8th grade students at the proficient performance level access, process, and apply information as directed. Students develop multi-media presentations as directed. **PARTIALLY PROFICIENT PERFORMANCE** 8th grade students at the partially proficient performance level access, process, and apply information with assistance. Students develop multi-media presentations with guidance.

Addendum

National Council for

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult social choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

GRADE SPAN K-4

CONTENT STANDARD **1. Citizenship/ Government/ Democracy** Students demonstrate how structures of power, authority, and governance have developed historically and continue to evolve.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
1. Students identify rights and responsibilities of citizenship. 2. Students explain how rules and laws affect families, schools, communities, and states.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level identify and analyze the structures of power, authority, and governance by explaining how rules and laws affect society and themselves. Students identify and analyze the rights and responsibilities of citizenship. **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level identify the structures of power, authority, and governance by explaining how rules and laws affect society and themselves. Students identify and explain the rights and responsibilities of citizenship. **PARTIALLY PROFICIENT PERFORMANCE** 4th grade students at the partially proficient performance level identify, with guidance, how rules and laws affect society and themselves. Students identify, with guidance, some of the rights and responsibilities of citizenship.

Addendum

National Council for

An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. All people have a stake in examining civic ideals and practices across time and in diverse societies as well as at home, and in determining how to close the gap between present practices and the ideals upon which our democratic republic is based. Learners confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities? What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference? In schools, this theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities.

CONTENT STANDARD **2. Culture/ Cultural Diversity** Students demonstrate an understanding of different cultures and how these cultures have contributed and continue to contribute to the world in which they live.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
Students describe the ways in which cultures address human needs and concerns such as freedom, justice, and responsibility while influencing human behavior through language, stories, folktales, music, and artistic creations.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level make precise connections between environmental factors and cultural regions. Students analyze the expressions of culture by categorizing precise examples to determine their influence on a community. **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level make clear connections between the environment and a cultural region. Students explain the expressions of culture by using clear examples to determine their influences on a community. **PARTIALLY PROFICIENT PERFORMANCE** 4th grade students at the partially proficient performance level make some connections, with assistance, between the environment and a cultural region. Students identify, with assistance, language, stories, folktales, music or artistic creations as representative of a culture.

Addendum

National Council for

Human beings create, learn, and adapt culture. Culture helps us to understand ourselves as both individuals and members of various groups. Human cultures exhibit both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. Each system also is unique. In a democratic and multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. This understanding will allow them to relate to people in our nation and throughout the world. Cultures are dynamic and ever-changing. The study of culture prepares students to ask and answer questions such as: What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals of the culture, influence the other parts of the culture? How does the culture change to accommodate different ideas and beliefs? What does language tell us about the culture? In schools, this theme typically appears in units and courses dealing with geography, history, and anthropology, as well as multicultural topics across the curriculum.

CONTENT STANDARD

3. Production, Distribution, and Consumption

Students demonstrate an understanding of economic principles and concepts and describe the influence of economic factors on societies.

BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
1. Students describe the importance of major resources, industries, and economic development of the local community and Wyoming. 2. Students describe different ways that people earn a living in the local community and in Wyoming.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level make precise connections between major resources, industry, and the economic development of a Wyoming community and the ways people make a living. Students predict the consequences of economic success or failure (boom or bust). **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level make clear connections between major resources, industry and the economic development of a Wyoming community and the way people make a living. **PARTIALLY PROFICIENT PERFORMANCE** 4th grade students at the partially proficient performance level draw simple conclusions about how people earn a living in their community.

Addendum

National Council for

People have wants that often exceed the limited resources available to them. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? Unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policymaking varies over time and from place to place. Increasingly, these decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic decision-making. In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics.

CONTENT STANDARD

4. Time, Continuity, and Change

Students demonstrate an understanding of the people, events, problems, ideas, and cultures that were significant in the history of our community, state, nation and world.

BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
1. Students identify significant local, state and national persons, holidays and symbols, including President, Governor, and Mayor. 2. Students discuss current events and how they affect individuals, communities, state, country, and the world. 3. Students describe the chronology of exploration, immigration and settlement of Wyoming, including major events and influential people.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level identify and distinguish between current significant political leaders. Students analyze the historical significance of national holidays, symbols, and historical figures who contributed to the growth and development of our country. Selecting a method of presentation, students gather data to summarize the chronology of the major events and people during the exploration, immigration, and settlement of Wyoming. Students interpret the significance of current events in the community, state, country, and world. **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level identify current significant political leaders. Students recognize the historical significance of national holidays, symbols, and historical figures who contributed to the growth and development of our country. Given data, students sequentially reconstruct the chronology of the major events and people during the exploration, immigration, and settlement of Wyoming. Students express opinions during a discussion of current events.

	PARTIALLY PROFICIENT PERFORMANCE 4th grade students at the partially proficient performance level identify, with assistance, the current significant leaders. Students can match national holidays, symbols, and political leaders to a name. With assistance, students identify limited major events and people important to the development of Wyoming. Students have a limited awareness of current events and how this relates to their life.

Addendum

National Council for

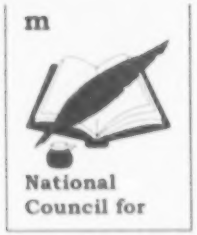
Human beings seek to understand their historical roots and to locate themselves in time. Such understanding involves knowing what things were like in the past and how things change and develop. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? How can the perspective we have about our own life experiences be viewed as part of the larger human story across time? How do our personal stories reflect varying points of view and inform contemporary ideas and actions? This theme typically appears in courses that: 1) include perspectives from various aspects of history; 2) draw upon historical knowledge during the examination of social issues; and 3) develop the habits of mind that historians and scholars in the humanities and social sciences employ to study the past and its relationship to the present in the U.S. and other societies.

CONTENT STANDARD

5. People, Places, and Environments

Students demonstrate an understanding of interrelationships among people, places, economies, and environments.

BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
1. Students use physical and political maps and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols. 2. Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent. 3. Students identify and locate major landmarks and landforms in the community and in Wyoming, including hills, plains, mountains, plateaus, rivers, and trails.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level select appropriate tools to produce a representation of their knowledge of Wyoming geography and map and globe skills. Students can fluently communicate their relative location in the world. **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level utilize given tools to identify locations, landmarks and landforms in Wyoming, demonstrating their knowledge of scale, cardinal and intermediate directions, legends, keys and symbols. Students recognize their relative location in the world, with teacher direction. **PARTIALLY PROFICIENT PERFORMANCE** 4th grade students at the partially proficient performance level require specific instructions to select and use appropriate tools to identify given locations, landmarks, and landforms in Wyoming. Students display a limited awareness of their relative location in the world.



Technological advances connect students at all levels to the world beyond their personal locations. The study of people, places, and human-environment interactions assists learners as they create their spatial views and geographic perspectives of the world. Today's social, cultural, economic, and civic demands on individuals mean that students will need the knowledge, skills, and understanding to ask and answer questions such as: Where are things located? Why are they located where they are? What patterns are reflected in the groupings of things? What do we mean by region? How do landforms change? What implications do these changes have for people? This area of study helps learners make informed and critical decisions about the relationship between human beings and their environment. In schools, this theme typically appears in units and courses dealing with area studies and geography.

CONTENT STANDARD

6. Social Studies Processes and Skills

Students access, organize, synthesize, evaluate, and interpret information using appropriate resources and technology to collaborate, make decisions, solve problems, and report results in any of a variety of formats.

BENCHMARK GRADE 4	PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4
1. Students read and follow directions. 2. Students work independently and cooperatively. 3. Students interpret factual information. 4. Students communicate in written, oral and visual forms. 5. Students use problem-solving and decision- making skills in a variety of settings. 6. Students examine cause and effect relationships.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level read critically and follow directions. Tasks completed by students employ various multi-media methods. Students draw accurate and appropriate conclusions and transfer new information to prior knowledge. **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level read and follow directions. Students accurately complete tasks, both independently and cooperatively, fluently communicating in written, oral, and visual forms. Students read to make decisions and solve problems. Students interpret given data. Students match cause and effect relationships. **PARTIALLY PROFICIENT PERFORMANCE** 4th grade students at the partially proficient performance level follow simple directions and exhibit limited study skills, often with assistance.

Addendum

The skills in social studies include acquiring information and manipulating data, developing and presenting policies, arguments, and stories, constructing new knowledge, and participating in groups. These skill categories should not be seen as a fragmented list of things that students and teachers should do. Rather, they should be used as an interconnected framework in which each skill is dependent upon and enriched by all other skills. All together are necessary for a program of excellence.

National Council for

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CONTENT STANDARD **7. Technology** Students demonstrate the ability to use the appropriate technology to access and process information applying a variety of resources to the study of history, geography, economics, and social institutions.	
BENCHMARK GRADE 4	**PERFORMANCE STANDARDS LEVEL DESCRIPTORS GRADE 4**
Students utilize various reference and technological resources to investigate issues and topics.	**ADVANCED PERFORMANCE** 4th grade students at the advanced performance level, in performing a task, independently select and use appropriate tools to present issues and topics. **PROFICIENT PERFORMANCE** 4th grade students at the proficient performance level, in performing a task, use appropriate tools to present issues and topics. **PARTIALLY PROFICIENT PERFORMANCE** 4th grade students at the partially proficient performance level, in performing a task, require specific instruction and direction to select appropriate tools for investigating issues and topics. With assistance, students present information they have gathered.

Addendum

National Council for

Technology is as old as the first crude tool invented by prehistoric humans, but today's technology forms the basis for some of our most difficult social choices. Modern life as we know it would be impossible without technology and the science that supports it. But technology brings with it many questions: Is new technology always better than that which it will replace? What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? How can we cope with the ever-increasing pace of change, perhaps even with the feeling that technology has gotten out of control? How can we manage technology so that the greatest number of people benefit from it? How can we preserve our fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues and the knowledge base for considering responses to the societal issues related to science and technology.

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Glossary

Bill of Rights	First ten amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect basic rights and liberties of individuals.
Culture	Learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods—food, clothing, buildings, tools, and machines.
Diffusion	The spread of people, ideas, technology, and products among places.
Ecology	The study of the interactions of living organisms between themselves, their habitats, and the physical environment.
Ecosystem	A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical and chemical factors of the environment in which they live.
Environment	Everything in and on Earth's surface and its atmosphere within which oganisms, communities, or objects exist.
Ethnicity	Group of people that can be identified within a larger culture or society on the basis of such factors as religion, ancestry, or language.
Force	The power or energy in a process, such as weather, which activates both movement and friction.
Interdependence	People relying on each other in different places or in the same place for ideas, goods, and services.
Landform	The shape, form, or nature of a specific physical feature of Earth's surface (e.g., plain, hill, plateau, mountain).

Mental Map — A map which represents the mental image a person has of an area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding the place.

Nonrenewable Resource -- A finite resource that cannot be replaced once it is used. (e.g., petroleum, minerals).

Plate Tectonics — The theory that Earth's surface is composed of rigid slabs or plates. The divergence, convergence, and slipping side-by-side of the different plates is responsible for present-day configurations of continents, ocean basins, and major mountain ranges and valley systems.

Renewable Resource -- A resource that can be regenerated if used carefully (e.g., fish, timber).